

Student Learning Outcomes

DENT-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

The dental assisting program offer the following certificates:

1. Certificate of Completion in Dental Assisting
2. California Radiation Safety Certificate
3. California Coronal Polish Certificate
4. California Ultrasonic Scaling Certificate
5. California Pit and Fissure Sealant Certificate
6. California Infection Control Certificate (pending state approval)

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students upon successful completion of the program will be able to function as entry level dental assistants in private dental offices, dental clinics or dental schools. Their skills would include communicating with patient and dental professionals, adjusting dental prescriptions to suit the patient's age, size and weight, and function as chairside assistants or office staff.

Upon successful completion of Dental 182 and 186 and their respective labs, the student will be able to expose diagnostic quality dental x-rays in the state of California.

Upon successful completion of Dental 183 and its lab, the student will be able to perform coronal polishing procedures on children and adults in any dental office, clinic or dental school within California

Upon successful completion of Dental 183 and its lab, the

student will be able to use the ultrasonic scaler in the orthodontic offices to remove excess cement around the brackets or bands in an orthodontic office or ortho clinic at the dental schools.

Upon successful completion of Dental 192A and its lab, the student will be able to apply protective dental sealants on children and adults in dental offices, dental clinics, dental schools, and public schools in California.

Upon successful completion of Dental 172 (pending state approval) the student will be able to ensure the public that the dental environment where dental treatment takes place is free from cross contamination.

Although this is currently taught in the program, it has become a certification course through the Dental California Board, under consumer affairs. The program has applied for certification in the summer of 2009 and has not yet received word of approval to issue certificates.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

The students are required to give written and oral reports on class assignments on medical conditions, nutritional counseling, dental office internships, and office management situation. Annually, during the month of April, the students are invited to present a group presentation in the form of a table clinic on the state-of-the-art dental product, dental technique, or controversial dental issue. This project involves extensive research using journals, web searches and personal interviews with dental professionals on the topic. This presentation is given to the Marin County Dental Society members on Staff Appreciation Night and is the highlight of the evening's event. Not only is a written 3-4 page report required, but also a 5 minute oral presentation, a brochure or flyer handout developed and visual representation of the topic in to form of a poster and/or Powerpoint presentation.

ii. Scientific and Quantitative Reasoning

During the presentation of nutritional analysis on fellow classmates, the student must calculate the sugar exposures from their dietary intake analysis and make recommendations on reducing these sugar exposures to promote good oral health.

During the section on pharmacology, the student must be able to calculate the prescription dosage for the given body weight or

age of the patient.

During dental radiographic surveys, the student must be able to adjust the radiation dosage for the age, size and weight of an individual so that that patient will have the lowest possible radiation exposure necessary to produce diagnostic quality films.

iii. Critical Thinking

The student utilizes critical thinking and problem solving strategies when they are given patient scenarios of dental situations that may require the immediate dentist's attention, the reappointment or the referral to medical care takers. An example of this type of situation is when the student is reviewing or updating the patient's medical history. For instance if a patient discloses that they just had a kidney transplant and are in for their annual dental cleaning, should the assistant call the dentist immediately or procedure to prepare the patient for the appointment?

Another situation where the assistant must use critical thinking is determining if a person who phones in is a true dental emergency or not. Through interrogative conversation, the student must determine if the patient needs an immediate appointment or be reappointed a few days or even weeks later based on the signs and symptoms disclosed during the phone call.

The student uses critical thinking skills in answering patient questions regarding the safety of amalgam restorations or the use of nitrous oxide sedation on small children or pregnant women.

iv. Problem Solving

Students demonstrate problem solving skills when they are taking dental impressions on patients who have small oral cavities, have an active gag reflex, have missing dentition or have maxillary or mandibular tori. Students must adapt the tray or change the type of tray to accommodate the patient.

So is true when it comes to exposing dental radiographs, the student must decide which method is most comfortable for the patient with tori, small oral cavities, edentulous areas, active gag reflexes, malaligned teeth, or short frenums. Each individual patient is different and the student must determine the best method to capture an image that has diagnostic value for the dentist.

v. Information Literacy

The student must use the web to research dental topics for their reports on dental special needs patients, job interview techniques, and dental table clinic presentation. It is also required to have at least one journal or textbook and one interview with a dental specialist/professional to substantiate their findings.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Although the dental assisting program does not support the general SLOs of the college, it does have its own set of SLO germane to the dental field. All of the units from the dental assisting program and college transferable units.

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes, all of the dental assisting courses have student learning outcomes and are listed in each course syllabus. This is a requirement from the American Dental Association, commission on accreditation. Course syllabi, course objectives, and student evaluations are all part of the accreditation standards.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100% of all faculty members in our discipline include SLOs in their syllabi.

3. Assessment:

i. How often do you assess these SLOs?

The course syllabi and SLO are update each year.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

Each of the evaluation sheets provides data to support the SLOs for the course.

These evaluation sheets are collected and tabulated to see if revisions are needed in the curriculum, course sequence or course content to reflect student learning.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

We would like to use an outside vendor to compile the data from the evaluations and

SLOs to better to determine what areas of instruction need improvement, sequence or revisions.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Student completion of the program, successful employment, and passing the California Registered Dental Assisting Licensure examination are indicators of meeting the needs

of both the workforce and the student's ability to be marketable for the profession.

This year the licensure examination has been changed to reflect the new functions listed in State senate Bill #AB637. We would like to know if we have successfully trained our students for this examination. Unfortunately, our June graduates will not be eligible to take this examination until August 2010 as there is a 60 day post graduation time requirement. Results are usually available in the late fall semester.